

Washington State's Comprehensive Support System for School and District Improvement

Washington State Board Meeting

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Renton

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Presentation Overview

- School Improvement Process
- The School Improvement Assistance Program
- District Improvement
- Questions

Office of Superintendent of Public Instruction

Dr. Terry Bergeson
Superintendent of Public Instruction

Dr. Mary Alice Heuschel
Deputy Superintendent for Teaching and Learning

Mr. Marty Daybell
Deputy Superintendent for Support and Operations

www.k12.wa.us

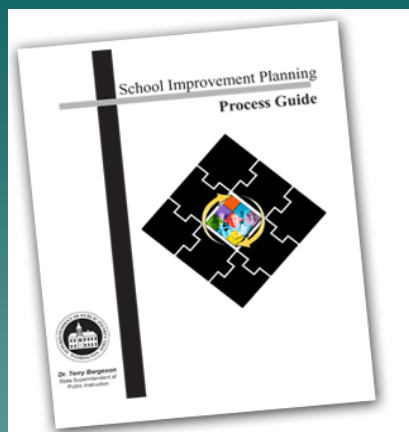
School Improvement

... is the single most important business of the school. It is the process schools use to ensure that all students are achieving at high levels.



School Improvement Planning Process Guide

<http://www.k12.wa.us/SchoolImprovement/Resources/default.aspx>



The Big Question regarding the school improvement process in Washington:

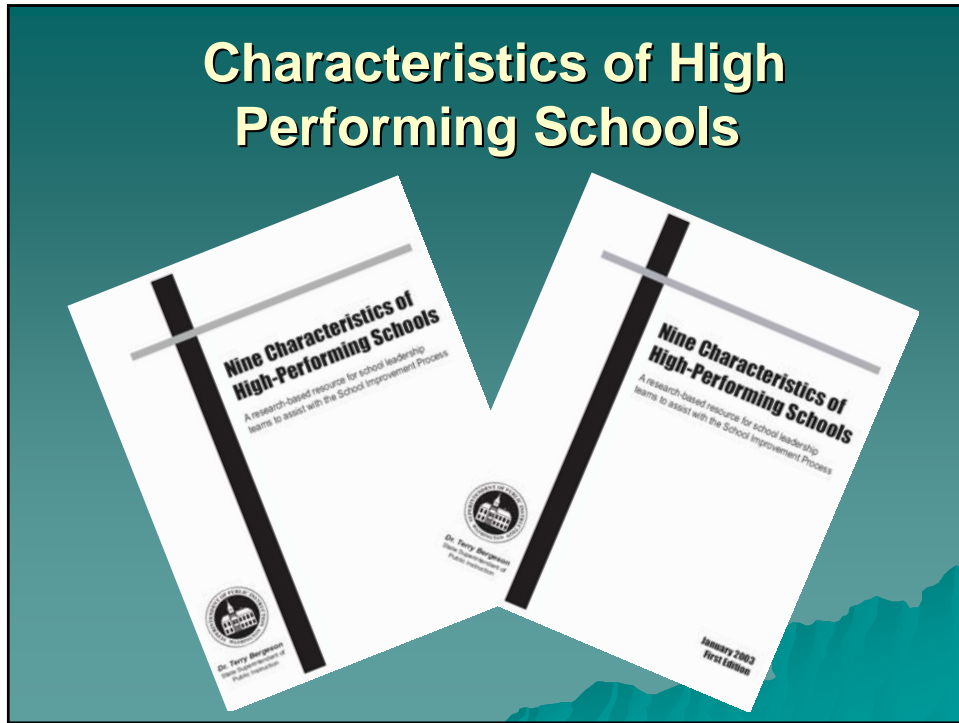
“Why has this reform worked when others have not?”

What We Know:



- The Nine Characteristics of Effective Schools
- Research-based Best Practices
- Second-Order Change
- The School Improvement Planning Process:
 - * Data Driven
 - * Professional Learning Community

Characteristics of High Performing Schools



Characteristics of Highly Effective Schools

1

1. Clear and Shared Focus
2. High Standards and Expectations for All Students
3. Effective School Leadership
4. High Levels of Collaboration and Communication
5. Curriculum, Instruction and Assessments Aligned with State Standards
6. Frequent Monitoring of Learning and Teaching
7. Focused Professional Development
8. Support Learning Environment
9. High Level of Family and Community Involvement

9 Characteristics of high performing schools

<http://www.k12.wa.us/SchoolImprovement/Resources/Success.aspx>

First and Second Order Change

WA School Research Center
Fouts and Baker 2002

First Order Changes - Specific Classroom and School-wide practices: Changes in efficiency, organization, specific practices, "change without difference"

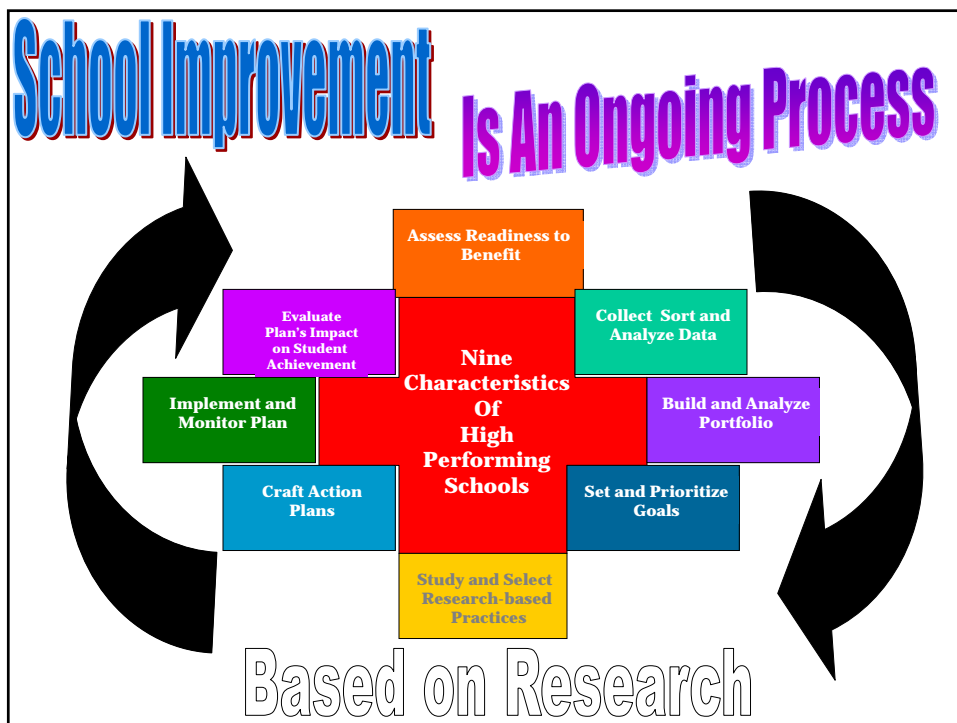
Second Order Changes - Philosophy, focus and ownership: Systemic change, fundamental ethos, philosophy, beliefs driving practice, "restructuring" (corporate culture)

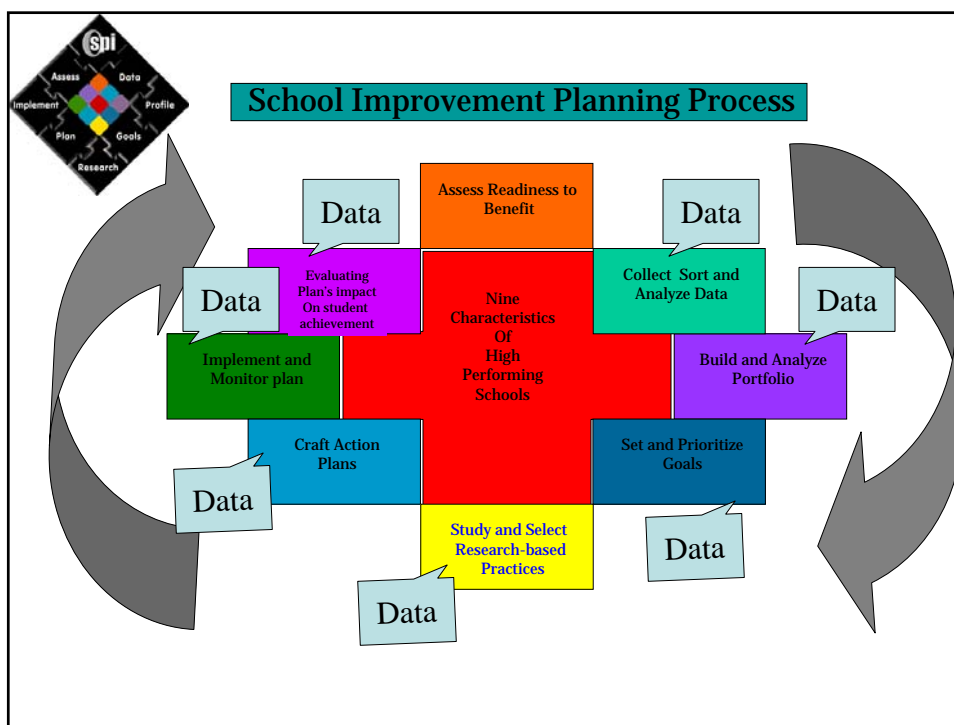
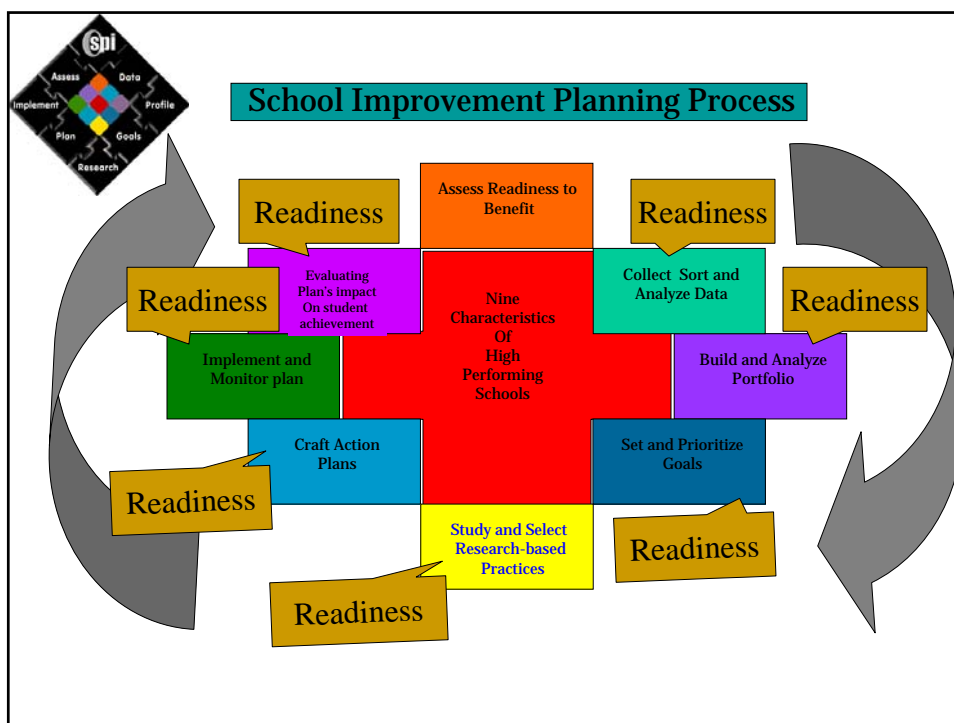
First and Second Order Change

First Order Change		Second Order Change
Smaller classes	→	Changing relationships and teaching strategies
Site based councils	→	Collaboration and ownership
Ninety minute teaching blocks	→	Extended teaching and learning opportunities; relationships
Schools within schools	→	New interactions and relationships
Teaching teams with common planning time	→	Coordinated focused curriculum;collaboration

SIP Process

1. Assess Readiness to Benefit
2. Collect, Sort, and Select Data
3. Build and Analyze the School Portfolio
4. Set and Prioritize Goals
5. Research and Select Best Practices
6. Craft Action Plans
7. Monitor Implementation of the Plan
8. Evaluate Impact on Student Achievement






Collecting Data

A Venn diagram illustrating the components of data collection. It consists of four overlapping circles arranged in a square pattern. The top circle is yellow and labeled "Demographics". The left circle is green and labeled "Context". The right circle is purple and labeled "Perceptions". The bottom circle is blue and labeled "Student Learning". The circles overlap in various combinations, creating a central area where all four circles intersect, as well as several other overlapping regions. The entire diagram is set against a white background.

Data Collection



A black and white cartoon by Glasbergen. A large, stout doctor wearing a checkered hat and a white lab coat stands on the right, holding a clipboard and looking towards three penguins on the left. The penguins are standing on a rocky ledge. The penguin in the middle is looking up at the doctor, while the other two look on. The signature 'GLASBERGEN' is in the bottom right corner of the cartoon.

**“All we eat is fish. Fish has no fiber.
We’re all constipated. That’s why we walk funny!”**

After our December training, our
SIT led a Data Carousel,
studying all school data:



- ✓ Reading
- ✓ Math
- ✓ Writing
- ✓ Demographics
- ✓ Staff surveys
- ✓ Student surveys
- ✓ Parent surveys

We grouped and regrouped...



We learned a majority of
our kindergartners were
now entering without
speaking English.

for many intense discussions.



Staff members were surprised to find that the school's Hispanic population now surpasses the Russian.

The lucky School Improvement Team who went to the OSPI Winter Conference in Seattle.



Staying in the Grand Hyatt was quite a treat...even our flight arrangements worked out! Everyone's already angling to be on next year's January team.

Yes, I remembered a camera this time!

Performance Agreement

A commitment of the following groups to support the implementation of the school's School Improvement Plan

- The School
- The School District
- The Office of Superintendent of Public Instruction



Sometimes the process is a comfortable one,

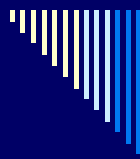


... but more often there is tension and conflict.



TRUST





School Improvement Assistance

(also known as Focused Asst.)

- Began in 2001
- Developed Collaboratively
- Supported by State Legislature
- There was some reticence on the part of schools/districts.

Support for Improved Student Learning

General Assistance

- SIP Guide
- Conference and Institutes
- GLEs
- Assessment Training
- Data from Website
- Professional Development Guide
- CPR

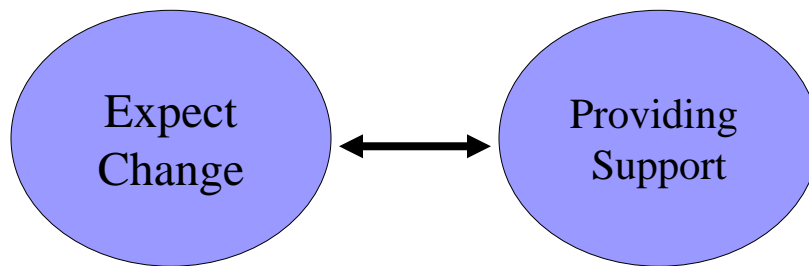
- ESD Facilitation
- Other Programs
 - CSR
 - Reading First
 - HSTW
 - Etc.

School Improvement Assistance (Focused Assistance)

Districts and Schools

Frequency, Duration and Intensity

RECIPROCAL ACCOUNTABILITY

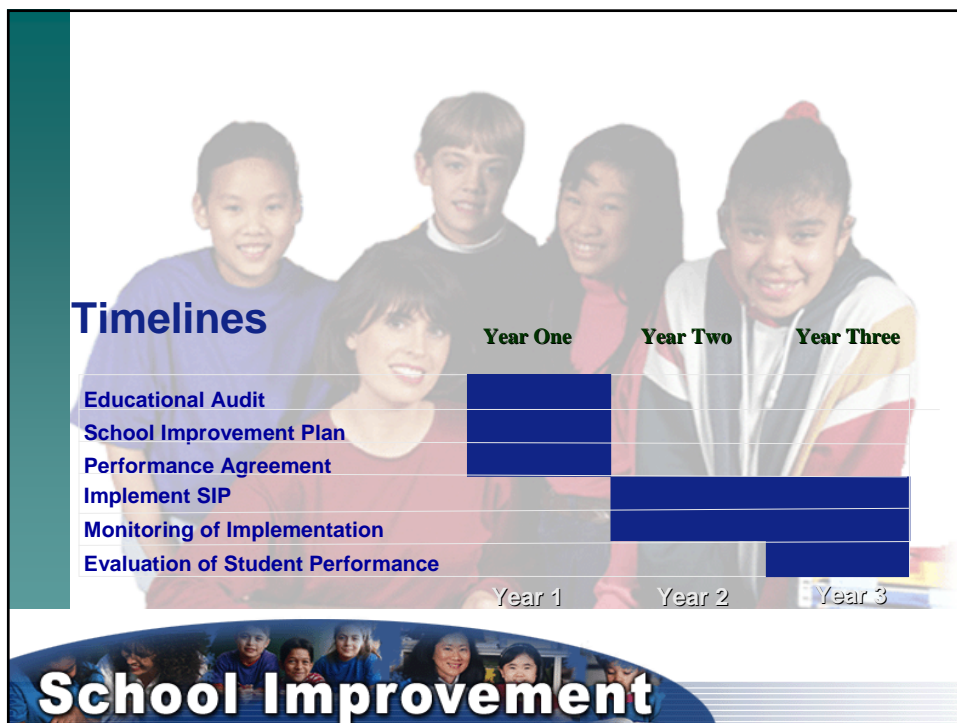


School Improvement Assistance: The Basics

- School-based; required collaboration
- Voluntary, three-year program
- On site coach provided: School Improvement Facilitator (SIF)
- Utilizes School Improvement Planning Process Guide
- State Dollars and Title I Dollars
- Funding for professional development
- Educational Audit (Year One)
- Performance Agreements between School, District, OSPI

Educational Audits

- Based on the Nine Characteristics
- Gather Data from a Variety of Sources
- Interviews with Staff, Parents, Students
- Provide Information on the School's Strengths and Weaknesses
- Summative Reports—Part of Data Portfolio
- Reports Shared with Public









School Improvement Assistance (SIA): The Cohorts

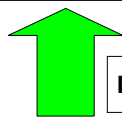
•Cohort I	25 Schools	2001-2004
•Cohort II	13 Schools	2002-2005
•Cohort III	29 Schools	2003-2006
•Cohort IV	17 Schools	2004-2007
•Cohort V	24 Schools	2005-2008

AYP TIMELINE FOR SCHOOLS

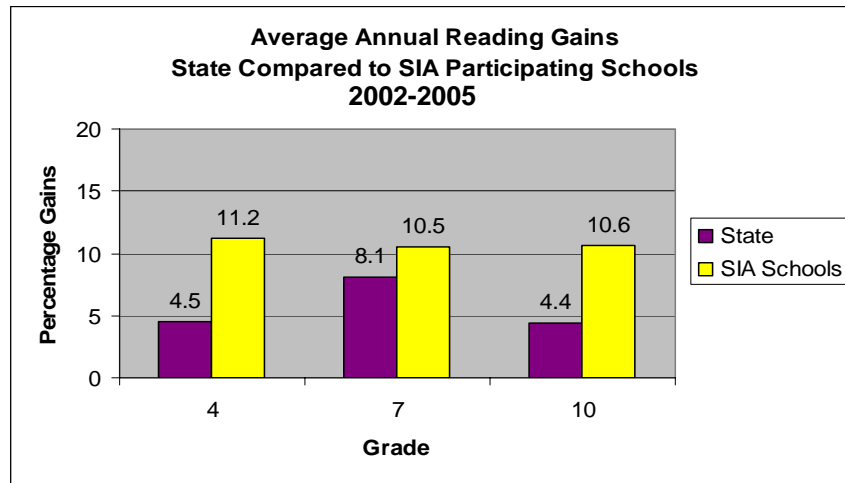
(Consequences apply only to schools receiving Title I funds)

District Responsibility

 WASL 2003 <div style="border: 1px solid black; padding: 5px; text-align: center; font-size: 2em;">1</div>	 WASL 2004 <div style="border: 1px solid black; padding: 5px; text-align: center; font-size: 2em;">2</div>	School Improvement Plan	Continue: Public School Choice	Continue: Public School Choice Supplemental	Continue: Public School Choice Supplemental Services	Implement Plan For Alternative Governance
		Public School Choice	Supplemental Services	Corrective Action	Plan for Alternative Governance	
		 2004-2005 <div style="border: 1px solid black; padding: 5px; text-align: center; font-size: 2em;">Step 1</div>	 <div style="border: 1px solid black; padding: 5px; text-align: center; font-size: 2em;">Step 2</div>	 <div style="border: 1px solid black; padding: 5px; text-align: center; font-size: 2em;">Step 3</div>	 <div style="border: 1px solid black; padding: 5px; text-align: center; font-size: 2em;">Step 4</div>	
		Step 1	Step 2	Step 3	Step 4	Step 5



Identified for School Improvement



***Reading and Math Gains 2004-2005
State Compared to Cohort IV SIA
Schools***

Reading (State)

Grade 4 4.8
Grade 7 8.2
Grade 10 7.8

Reading (Cohort IV)

Grade 4 18.9
Grade 7 16.2
Grade 10 12.8

Math (State)

Grade 4 .07
Grade 7 4.1
Grade 10 3.1

Math (Cohort IV)

Grade 4 7.5
Grade 7 10.1
Grade 10 4.6

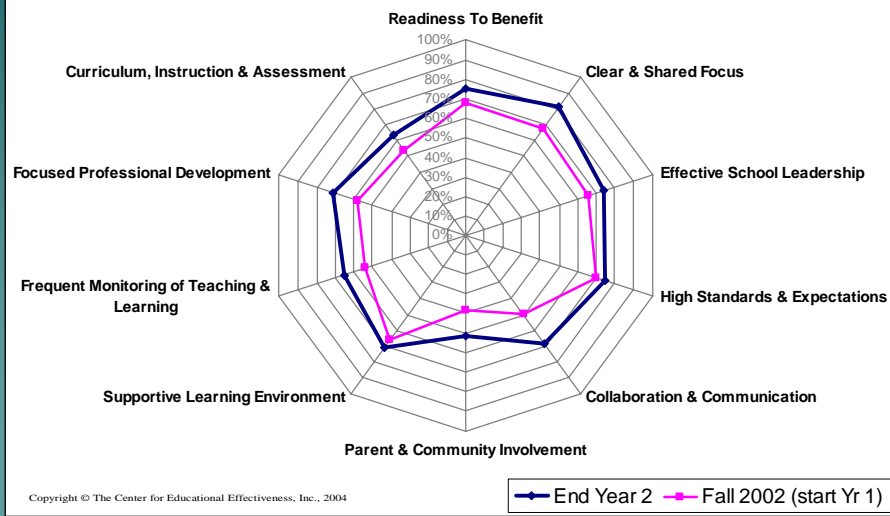
“This process and the time spent learning and focusing on a shared mission have quite honestly been life changing, in the sense that I’m no longer the teacher I used to be, and I can’t ever go back.”

-- Participating Teacher, School Improvement Assistance Program, Spring 2005

OSPI SIA Cohort-II

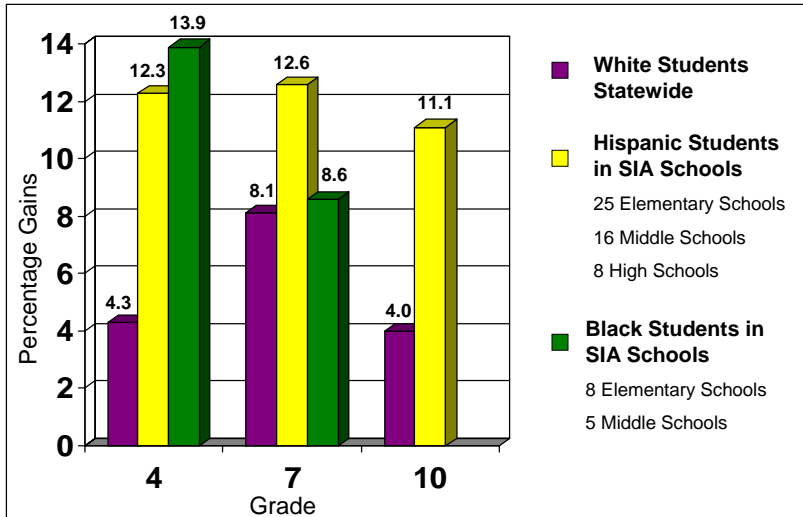
9 Characteristics of High Performing Schools Percent Positive Responses

Note: Further from the center implies *more positive* responses



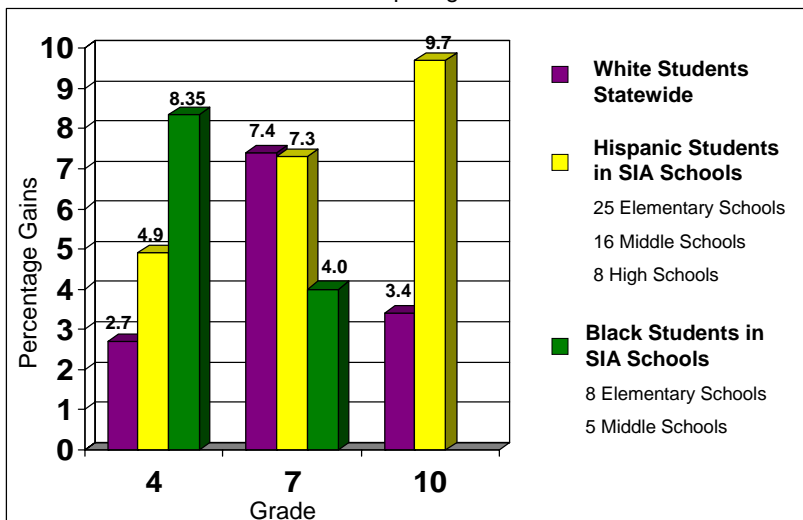
Closing the Gap

2002-2005 Average Annual Reading Gains for White Students Statewide Compared to Minority Students in SIA-Participating Schools



Closing the Gap

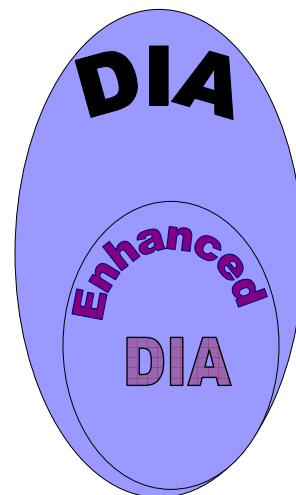
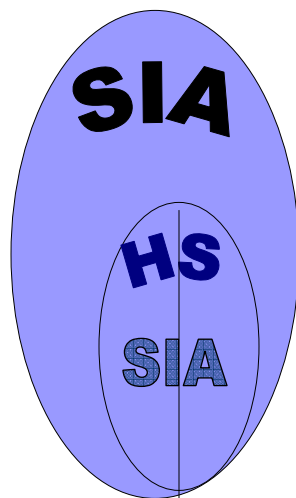
2002-2005 Average Annual Math Gains for White Students Statewide Compared to Minority Students in SIA-Participating Schools





Areas to Improve Upon:

- Leadership Support
- Sustainability
- District Role
- Instructional Core



State Wide Support System





Another Big Question

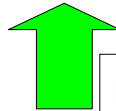
“What about the systems to support continuous school improvement?”

We have learned a great deal in recent years about how to fundamentally change a school's culture through a continuous improvement model. In order to continue this work, and move from pockets of success to widespread excellence over time, we must address the system issues around individual schools that operate and function within a school district. Such systems work must address the tension between the necessary autonomy of an effective school and the responsibilities of the district to ensure equity among all its schools and implement systems of accountability. Bottom up will have to meet top down, and it is essential that our success with school improvement drive our efforts to create effective school systems.

AYP TIMELINE FOR DISTRICTS

(Consequences apply only to districts receiving Title I funds)

 WASL 2003	 WASL 2004	District Improvement Plan State Offers Technical Assistance and MAY take Corrective Action	District Improvement Plan State MUST Take Corrective Action
<div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">1</div>	<div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">2</div>	 2004-2005 School Year Step 1	 Step 2

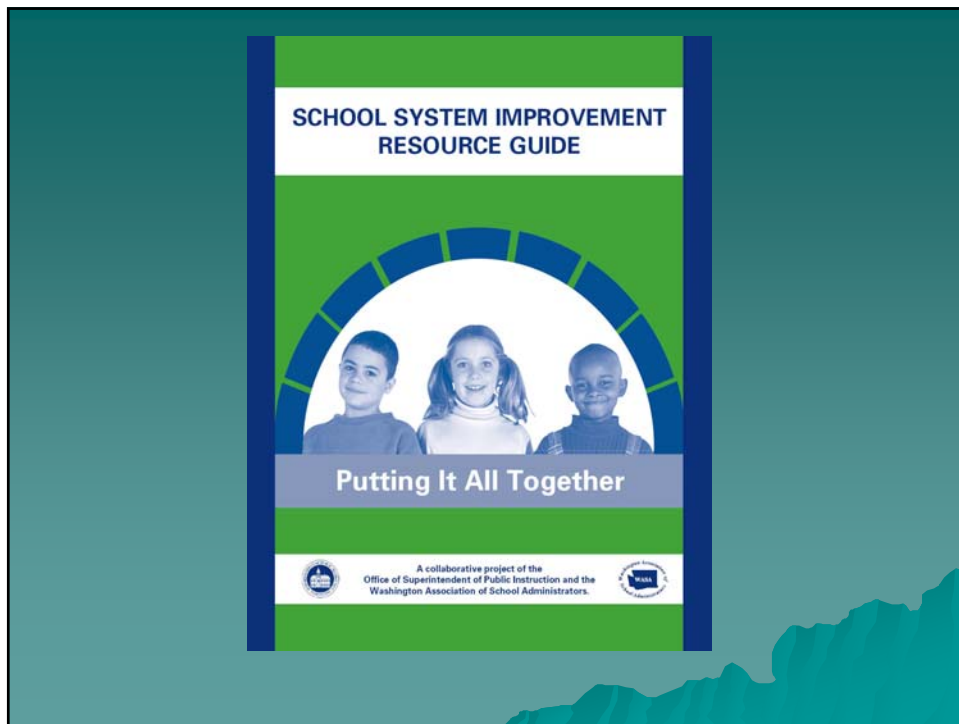


Identified for District Improvement

A Convergence of Good Work



- School System Improvement Resource Guide – OSPI
<http://www.k12.wa.us/SchoolImprovement/pubdocs/SSIRGNotebookWeb.pdf>
- From Compliance to Commitment – WSRC –
<http://www.spu.edu/wsrc/WSRCReport5Compliance%20to%20Commitment.pdf>
- Characteristics of Improved School Districts: Themes from Research – OSPI
<http://www.k12.wa.us/research>



What is the SSIRG?

- ◆ A guide that provides a model planning process that meets a range of district needs including, but not limited to, meeting NCLB requirements for districts not meeting AYP in one or more cells over a two-year period.
- ◆ A guide that provides instruments that can be used to review how the district aligns with research-based best practices to promote student learning for all students.
- ◆ A living document developed by practicing educators for use and continued refinement by educators in the field.

